Alabama Commission on Higher Education

PROPOSAL FOR A NEW DEGREE PROGRAM – NEW APPLICATION TOOL

Please check one: [x] Baccalaureate Program [ ] Graduate Program

A. General Information

1. Institution: University of Montevallo

2. Institutional Contact Person: Dr. Susan Caplow
   Title: Assistant Professor of Environmental Studies
   Telephone: 205-665-6176
   E-mail: scaplow@montevallo.edu

3. Program Identification--
   Field of Study/ Program Title: Environmental Studies
   Degree: Bachelor of Arts or Sciences
   CIP Code: 03.0103

4. Date of Proposal Submission: November 10, 2015

5. Proposed Program Implementation Date: Fall 2016

6. Program Administration:
   Name of College/School: College of Arts and Sciences
   Name of Dean: Dr. Mary Beth Armstrong
   Name of Department: Behavioral and Social Sciences
   Name of Chair: Dr. Ruth Truss

Note: Please expand all response fields as necessary.

B. Program Purpose and Description

1. In no more than one paragraph describe the purpose of the proposed program. Please also include a brief statement regarding how the program's purpose is related to the University's mission and goals.

Environmental Studies is an interdisciplinary academic program that incorporates perspectives from the social and natural sciences, the arts and humanities, and business. The purpose of the program is to provide students with the skills, knowledge, and attitudes they will need as citizens and as members of the workforce to make informed decisions with respect to ecological issues. The overarching objective is to help students learn to balance present needs with those of future generations while promoting environmental justice and biological sustainability. This program helps fulfill Montevallo's mission by delivering liberal studies that are designed for "intellectual and personal growth in the pursuit of meaningful employment and responsible, informed citizenship." Moreover, ES is essential to the UM Strategic Plan in that it creates opportunities for professors in every discipline to work on collaborative projects and team-teach original classes that present the perspectives of different disciplines. Currently, Montevallo offers an ES minor, but a major is needed to meet the demands of both UM students and the growing green sector of the economy.

2. Please provide a description of the specific kinds of employment opportunities, post-graduate professional degree programs, and other graduate programs that will be available to the graduates.

A degree in Environmental Studies prepares students for diverse post-graduate endeavors. First, as an interdisciplinary, inquiry-oriented program, students will develop skills in systems thinking and problem-solving that will be of value to any career they pursue. Second, they will be prepared for graduate programs in a variety of fields, including environmental law, policy, business, or management. Third, they will be able to pursue jobs in multiple sectors. While there are a variety of environmentally-focused sectors in which they could find employment, including environmental management, policy, advocacy, education, or monitoring, they can also find employment in many other sectors as a sustainability specialist; businesses and non-profits of all sizes frequently hire sustainability staff, whose central job is to ensure that the operations of the organizations are maximizing economic, environmental, and social sustainability opportunities.

Ohlone College's career webpage provides an extensive list of jobs in which a degree in Environmental Studies is desirable; this list is by no means exhaustive, but it gives one a sense of the value of a degree in Environmental Studies:

- Environmental Analyst
- Pollution Analyst
- Environmental Planner
- Naturalist
- Environmental Consultant

- Energy Conservation Specialist
- Environmental Journalist
- Environmental Health Specialist
- Lobbyist
- Environmental Education
- Environmental Economist
- Recycling Coordinator
- Hazardous Materials Specialist
- Legislative Researcher
- Water Quality Technician
- Transportation Planner
- Waste Management Specialist
- Conservation Analyst
- Environmental Investigator
- Environmental Interpreter
- Environmental Resource Planner
- Park Ranger
- Permitting Officer
- Ranger
- Habitat Assessment Specialist
- Environmental Compliance Officer
- Legislative Aide
- Energy Manager
- Game Warden
- Wildlife Manager
- Hazardous Waste Specialist
- Pollution Prevention Specialist
- Compliance Program Manager
- Community Education Officer
- Environmental Health and Safety Officer
- Mosquito Control Technician
- Public Works Program Manager
- Water Conservation Manager
- Environmental Impact and Review Assessment
- Environmental Scientist
- Environmental Policy Analyst

3. Succinctly list at least four (4) but no more than seven (7) of the most prominent ***student learning outcomes*** of the program. These outcomes should lend themselves to subsequent review and assessment of program accomplishments.

1) ES majors will understand dynamics of complex socio-environmental systems.

2) ES majors will integrate and apply diverse disciplinary perspectives to complex environmental problems.

3) ES majors will develop the ability to work effectively as a member of an interdisciplinary team on a complex environmental problem with real-world stakeholders.

4) ES majors will communicate about environmental problems (both written and oral) in a way that is appropriate for both general and specialized audiences.

5) ES majors will collect and analyze original data relating to a sustainability challenge in the local context.

C. Need for the Program

1. *State need.* Briefly describe why the program is specifically needed for the State of Alabama. (State need is considered a priority in the review process.)

While there are several programs in Environmental Science in Alabama (see section E for more details), there are no majors in Environmental Studies currently offered in Public Higher Education in Alabama. Alabama needs Environmental Studies because it will serve students who are interested in environmental careers who do not wish to pursue a degree focused on natural science topics, as is the case with Environmental Science. Environmental Studies at Montevallo capitalizes on the academic depth, breadth, and rigor of a liberal arts education to address the growing need to engage in interdisciplinary environmental problem-solving. A workforce with these skills can produce the best outcomes for the largest number of stakeholders in Alabama and beyond.

2. *Employment Opportunities.* Based on your research on the employment market for graduates of this program, please complete the following table reporting the total projected job openings (including both growth and replacement demands) in your local area, the state, the SREB region, and the nation. These job openings should represent positions that require graduation from a program such as the one proposed.

Career and College Readiness/Preparation -- Projected Job Openings

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Local	770	822	877	936	999	4,405
State	978	1000	1023	1046	1070	5,118
SREB	35,209	36,660	38,175	39,759	41,413	191,208
Nation	117,487	122,659	128,085	133,781	139,761	754,329

Please briefly describe your methodology for determining employment opportunities – projected job openings. Be sure to cite any data sources used in formulating these projections. The actual survey instrument, detailed results, and associated data file(s) must be maintained internally by the institution for five years from the implementation date. The survey upon which the proposal is based must be available for ACHE Staff examination upon request for that five year timeframe. The survey instrument, detailed results, or associated data file(s) should not be included in the proposal.)

To assess the job outlook for Environmental Studies, we conducted an extensive analysis of reports on green job growth across the country. After carefully reviewing available data, we concluded that a Brookings Institute Study on Green Jobs in the US titled, “Sizing the Clean Economy” (2013) provided the most comprehensive set for this analysis. We chose this data for two reasons: first,

while not all jobs in the new green economy require a degree in Environmental Studies, an ES degree would be considered at the very least a valuable asset in these green positions. Second, the data was compiled at the local, state, and national level, so this allowed us to provide numbers that are internally consistent across scales. To calculate the projected job growth at the local, state, regional, and national levels, we used the annual growth rate data in the report and the number of jobs as of 2010 to calculate projected job growth rates through 2020 (year 5 on the chart). Overall, the Brookings Study, based on the Brooking-Battelle Clean Economy Database, found that from 2008-2009, the clean economy grew 8.3%; this figure is double the growth of the overall economy during that time.

In addition to the Brookings data, other sources conclude that green jobs are a growing field. According to the Occupational Outlook Handbook (Bureau of Labor Statistics, 2012), jobs for environmental scientists and specialists are increasing at a rate of 15%, with projected growth of 13,200 jobs between 2012 and 2022. Finally, an Economic Policy Institute briefing paper (EPI, 2012) found that green industries are growing faster than the overall economy, and that states with greener jobs have fared better during the economic downturn.

3. *Student Demand - Enrollment projection.* Please briefly describe your methodology for determining enrollment projections. If a survey of student interest was conducted, *please briefly describe the survey instrument, number and percentage of respondents, and summary of results.*
(The survey instrument, and associated data file(s) need not be included in the proposal. This proposal information should be maintained for ACHE Staff review for five years from the actual implementation date.)

We conducted an online survey of current UM students to gauge interest in and support for an ES major. The survey was open for two weeks in March-April 2015, and we had 118 students respond (approximately 4% of the current student body). Of those students, 39% were underclassmen, 53% were upperclassmen, and 8% were graduate students. The respondents identified diverse majors, and only 6 identified as current ES minors. 27% of respondents have already taken an ES course, and another 12% plan to take an ES course.

Nineteen percent of respondents stated that they were somewhat likely or very likely to have declared an ES major had it been available when they started college, and another 9% indicated that they are somewhat or very likely to declare an ES major if it becomes available in the Fall of 2016. Seventy-eight percent of respondents indicated that they have friends at Montevallo who would be interested in pursuing this major, and 92% support the idea of an ES major at Montevallo (only 3% did not support the idea, 5% had no opinion). Overall, the survey showed strong student support for and interest in the ES major at Montevallo.

Our enrollment data in ES courses at Montevallo also suggest that there is both high and growing demand for ES courses. Since the ES minor's inception in Summer 2010, course enrollment has grown steadily:

Academic year	ES course enrollment
Summer 2010-Spring 2011	91
Summer 2011-Spring 2012	94
Summer 2012-Spring 2013	134
Summer 2013-Spring 2014	165
Summer 2014-Spring 2015	186
TOTAL Summer 2010-Spring 2015	670

Our ES minor enrollment/completion data also suggest considerable demand for the ES program. 14 students have completed the ES minor between its inception in the Spring of 2011 and Fall of 2014, we have 27 students enrolled in the minor as of Spring 2015, and we have 3 students currently pursuing an Interdisciplinary Studies Major with a focus on Environmental Studies.

D. Specific Rationale (Strengths) for Program

What is the specific rationale (strengths) for recommending approval of this proposal? List no fewer than three (3) and no more than five (5) potential program strengths.

1. The ES major will be an interdisciplinary program, building on the unique strengths of UM as the State's designated public liberal arts institution.
2. The program focuses on inquiry-based learning, meaning that students will develop applied critical thinking skills.
3. Students will engage in service learning and experiential learning, two key goals for Montevallo as we help students become engaged citizens.
4. Environmental Studies centers on topics that will become increasingly relevant as environmental concerns grow.

E. Similar Programs

Using the ACHE Academic Program inventory found at http://www.ache.state.al.us/Content/Departments/Instruction/StudentInfo.aspx List below all programs at the same degree level (by institution) that utilize the same 6-digit CIP code as the one being requested in the program proposal.

Also, list any programs at other CIP codes that may be offering similar instruction.

If there are no similar programs place a "0/none" by 1. in the listing directly below.

Note: Institutions should consult with ACHE Staff during the NISP phase of proposal development to determine what existing programs are considered duplicative of the proposed program.

The following institutions offer similar programs at this level:

1. 0/none
2. 030104: Auburn, BS in Environmental Science
3. 030104: Auburn University Montgomery, BS in Environmental Science
4. 030104: University of Alabama, BS in Environmental Science
5. 030104: Troy University, BS/BA in Environmental Science

Please add numeration and list additional similar programs, if applicable.

If the program duplicates, closely resembles, or is similar to another program already offered in the State, provide justification for that duplication.
Also, if a graduate program, please identify and list any similar programs at institutions in other SREB states.

The main difference between Environmental Science and Environmental Studies is that Environmental Studies offers more content in social science, business, and the humanities in addition to natural science courses. In other words, Environmental Studies students analyze complex interactions between humans and the environment using a diverse disciplinary toolkit, as opposed to gaining technical expertise in environmental science and management. Environmental Studies is more appropriate for students who plan to pursue careers in non-technical environmental fields, including (but not limited to) environmental policy, management, advocacy, and education. However, our degree in Environmental Studies offers enough content in the natural sciences that students who wish to pursue technical environmental management will also be able to do this if so inclined.

F. Collaboration With Other Institutions/Agencies

Does the institution plan on collaborating with other institutions in the delivery of this program?

[ ] Yes [x] No

If yes, please indicate below which institutions and describe the basis of this collaboration.

If no, please indicate your reasons why.

While we will accept credit for equivalent environmental courses taken at other institutions, collaborate with community partners for specific projects within the curriculum, and seek internship and undergraduate research opportunities statewide, we are not planning a formal collaboration with other universities as this time.

G. Curriculum

1. Program Completion Requirements: (Enter a credit hour value for all applicable components, write N/A if not applicable)

Credit hours required in major courses	_37_____
Credit hours required in minor	_n/a_____
Credit hours in institutional general education or core curriculum	_47_____
Credit hours required in support courses	_7-12____
Credit hours in required or free electives	_24-29____
Credit hours for thesis or dissertation	_n/a_____
Total credit hours required for completion	_**120**_____

2. Will this program be related to other programs at your institution?

No

If so, which ones and how?

Environmental Studies at Montevallo is not directly related to another degree program, but as an interdisciplinary major it will draw from many other disciplines, including but not limited to English, Art, Business, and all of the Social and Natural Sciences.

3. Please identify any existing program, option, concentration or track that this program will replace at your institution.

N/A

4. Is it likely that this program will reduce enrollments in other graduate programs at your institution? If so, please explain.

N/A (not a graduate program)

5. If this is a graduate program, please list any existing undergraduate programs at the institution which are directly or indirectly related to the proposed graduate program. If this is a doctoral proposal, also list related master's programs at your institution.

N/A

6. Please complete the table below indicating the proposed program's courses. Include the course number, and number of credits. (If feasible/useful, please group courses by sub-headings within the table.)

Course Number and Title	Number of Credit Hours	* If New Course
CORE COURSES (19 credits + 2 interdisciplinary electives)		
ES 200: Environment and Society	3	
BIO 205: Ecology	4	
ES 250: Principles of Sustainability	3	
ES 350: Environmental Policy	3	
POS/SOC 370: Research Methods in Social Science	3	
ES 300/401: Interdisciplinary Approaches to Environmental Studies	3 per course (6 needed)**	
ES 475: Environmental Studies in Action (Capstone)	3	
ELECTIVES: Pick 4		
ES 310/410: Special Topics in Environmental Studies	3 per course (multiples allowed)*	
MG 308: Business and Society	3	
POS 310: National Parks and Public Lands	3	
MG 371: Nonprofit Organizations	3	
ART 405: Art and the Environment	3	
BIO 405: Biological Topics in Environmental Studies	3	
GEOG 405: Urbanism and Sustainability	3	
COMS 410: Environmental Communication	3	
MG 420: Social Entrepreneurship and Sustainability	3	
HIST 424: Colonial Latin America	3	
BIO 435: Conservation Biology	4	
POS 444: Public Policy	3	

*ES 310/410 are special topic elective courses that are cross-listed from other departments on environmental content. We use the ES special topics cross list to indicate to the ES students as well as the larger student body that these courses address critical environmental issues with the lens of the home discipline. Courses that are offered regularly include:

- Sociology of Natural Resources and the Environment
- Religion and Ecology
- Geographic Information Systems

- Food, Nutrition, Place, and Culture
- Animals and Society
- Environmental Education and Human Behavior

**ES 300/401 are interdisciplinary courses, taught by two faculty from different departments. Our current ES budget supports one of these courses each semester. Examples of past courses include:

- Environmental Aesthetics & Ethics
- Summer Harvest (agriculture and food justice)
- National Parks, Landscape Art, & the American Imagination
- History of Global Capitalism and the Environment
- Economics of Environmental Toxicology
- The Celestial Environment
- Travel Writing: Conservation, Colonialism, & the (Eco)Tourist
- Ethical Challenges to Environmentalism

In total, students will be required to take 37 hours of ES courses. 19 of those credits are required courses (ES 200, 250, 350 and 475, BIO 205, and SOC 370), and 18 of those are in ES electives. Of those electives, at least six of those credits must be in a co-taught interdisciplinary course (ES 300/401).

7. Enumerate and briefly describe any additional requirements such as preliminary qualifying examination, comprehensive examination, thesis, dissertation, practicum or internship, some of which may carry credit hours included in the list above.

N/A

8. Does the program include any options/concentration. If so, please describe the purpose and rationale and list the courses in the option.

While there will not be formal tracks at this point, the ES advisor (Dr. Caplow) will work with individual students to create a plan of study that emphasizes their personal interests and career goals.

H. Program Review and Assessment

In the final analysis, the institution and its governing board are accountable for the quality, utility and productivity of this and all other programs of instruction.

With this in mind, please describe the procedures that will be used in assessing the program's outcomes.

Be sure to include:

1. An assessment process for the student learning outcomes;

The ES major will be included in the annual Unit Plan and Assessment Report for the existing ES minor which are completed by the Coordinator of the ES Program. The Student Learning Outcomes assessment tool below is consistent with those used for other majors at Montevallo:

Learning Outcome	Assessment (Where, When, How, Measure of Success)	Results	Changes Based on Analysis
1) ES majors will understand dynamics of complex socio-environmental systems.	ES 200 – Case study paper requires students to work in groups to assess an issue with multiple lenses. Students must accurately identify at least three elements of a social-environmental problem and explain the relationship between them.		
2) ES majors will integrate and apply diverse disciplinary perspectives to complex environmental problems.	ES 300/401 – Students will write assignments synthesizing at least two disciplines. Students must apply theoretical frameworks from two different disciplines to an environmental issue.		
3) ES majors will develop the ability to work effectively as a member of an interdisciplinary team on a complex environmental problem with real-world stakeholders.	ES 475 – Students will conduct research for clients on sustainability challenge. Students must produce a final project that advances a solution to the sustainability challenge and is satisfactory to the client.		
4) ES majors will communicate about environmental problems (both written and oral) in a way that is appropriate for both general and specialized audiences.	ES 250 – Students will write individual papers and give oral presentations about a sustainability challenge. Students must accurately articulate a sustainability challenge to both the professor and their fellow students.		
5) ES majors will collect and analyze original data relating to a sustainability challenge in the local context.	ES 200 – students will interview an expert and integrate the data into their case study. ES 475: Students will design a data collection program, collect and interpret data, and explain the significance of their findings to the challenge.		

Program review will also include annual student surveys, annual faculty mentor surveys, enrollment/retention data, and course evaluations.

2. A follow-up plan to determine accomplishments of graduates such as obtaining relevant employment or being admitted to a masters or doctoral program (graduate or professional).

   The program coordinator will collect data from alumni on employment, graduate school outcomes, and program satisfaction.

I. Accreditation

If there is a recognized (USDE or CHEA) or other specialized accreditation agency for this program, please identify the agency and explain why you do or not plan to seek accreditation. If there is no accrediting or similar body for this degree program state as such in your response.

N/A

J. Instructional Delivery Method

1. Describe which instructional delivery methods will be utilized in delivering this program.

It will be primarily traditional courses, but we will incorporate experiential, service, and inquiry-based learning.

2. If distance technology is being utilized, indicate an approximate percent of the total program's courses offered that will be provided by distance education____5___ %

We estimate 5% to account for the handful of courses we accept that have ES content but are offered online.

3. If distance education is not being utilized, please explain why not.

While we will not be offering the ES curriculum through distance delivery at the outset, some online or hybrid courses will be offered in the future.

K. Resource Requirements

1*. Faculty.* Do not attach the curriculum vitae of each existing or additional faculty members to this proposal. (The institution must maintain and have current and additional primary and support faculty curriculum vitae available upon ACHE request for as long as the program is active.) *Please do provide a brief summary of Faculty and their qualifications specific to the program proposal.*

The current faculty consists of one assistant professor in environmental studies and many others who cross-list courses with environmental content from their own discipline. Between the ES minor's inception in 2010 and this semester, 43 different faculty have been involved with the Environmental Studies program in some capacity (guest lecturing, teaching, or advising senior projects). Of those, 22 have either taught or co-taught a semester-long course. These faculty hail from all four colleges at Montevallo (College of Education, College of Business, College of Fine Arts, College of Arts and Sciences). Beyond this group, there are more faculty who have expressed interest in teaching environmentally-themed courses.

At this point, we have calculated that there are enough faculty committed to teaching ES courses that we will be able to offer at minimum five courses per semester in Environmental Studies, although some semesters will have many more (for example, we offered nine courses during the Fall of 2015). Offering ES courses puts no additional burden on faculty, as they are cross-listing their courses to ES, they are simultaneously fulfilling obligations to their home departments. Faculty qualifications vary by discipline, but over 90% carry a Ph.D. and the rest have a terminal degree appropriate for their field. The academic rigor of the ES program is maintained by the requirement that cross-listed ES courses focus on environmental content; thus, we achieve our programmatic goal of using multiple disciplinary lenses to examine environmental challenges.

As for the full-time environmental studies professor, Dr. Caplow has a BA in Public Policy Analysis/Biology from Pomona College, an MS in Environmental Sciences and Policy from Central European University, and a Ph.D. in Environment and Ecology from UNC-Chapel Hill. She is trained as an interdisciplinary environmental scientist and teaches the core courses for the program.

In addition to Dr. Caplow, there are a handful of other faculty who teach regularly in the ES Program whose qualifications prepare them well for this role; we will highlight these to give a better sense of the ES faculty at Montevallo.

1. Dr. Jill Wicknick (Biology) received her BS in biology from North Central College, her MS in biology from the University of Texas at Arlington, and her Ph.D. in environmental and evolutionary biology from the University of Louisiana at Lafayette in 1995. Her research interests include behavior and ecology of amphibians, reptiles and invertebrates (primarily beetles and spiders). She co-founded the ES program along with Dr. Rozelle.

2. Dr. Lee Rozelle (English) received his B.S. in English and Biology Education from University of South Alabama and his MA and Ph.D. in English from University of Southern Mississippi. Rozelle is the author of Ecosublime: Environmental Awe and Terror from New World to Oddworld, and is considered a leading expert in ecocriticism.

3. Dr. Deborah Lowry (Sociology) received her B.A. from Grand Valley State University, her M.A. from Western Michigan University and a Ph.D. from Michigan State University. Lowry has published on environmental justice issues, and she teaches environmental and natural resources sociology as well as a summer course on animals and society.

4. Dr. Kelly Wacker (Art History) received her B.A. from Colorado State University, her M.A. from Bowling Green State University, and her Ph.D. from the University of Louisville. Wacker teaches courses on art historical topics from the nineteenth-century through contemporary periods. Her special interest is in Land Art, ecologically oriented art, and the intersections between art, art history, and natural history.

5. Dr. Scott Turner (Political Science) holds a B.S. degree from Middle Tennessee State University and a Ph.D. from the University of Georgia. He attended a week-long AASCU training in Yellowstone National Park on public land management, and he is planning to take 25 students to the Great Smokey Mountains National Park as part of a Spring 2015 course, "National Parks and Public Lands." He has also published socio-environmental case study teaching materials on land use conflict in Yellowstone.

a) Please provide faculty counts for the proposed program:

Status	Faculty Type	
	Primary	Support
Current- Full Time	1	40
Current-Part Time	0	3
Additional-Full Time (to be hired)	None needed	
Additional-Part Time (to be hired)	None needed	

b) Briefly describe the qualifications of new faculty to be hired.

At the current time, we do not need new faculty to run this program.

2. Equipment. Will any special equipment be needed specifically for this program?

[ ] Yes [x] No

If "Yes", please list:

The cost of the new equipment should be included in the table following (Section K.).

3. Facilities. Will any new facilities be required specifically for the program?

[ ] Yes [x] No

If "Yes", please list. Only new facilities need be listed. Their cost should be included in the table following (Section K.).

4. Library. Are there sufficient library resources to support the program?

[x] Yes [ ] No

Please provide a brief description of the current status of the library collections supporting the proposed program.

An assessment of the library collection is attached.

If "No", please briefly describe how any deficiencies will be remedied; include the cost in the table following (Section K.).

5. Assistantships/Fellowships. Will you offer any assistantships specifically for this program?

[ ] Yes [x] No

If "Yes", how many assistantships will be offered? Be sure to include the amount in the table following.

[ ] Number of assistantships offered

Be sure to include the cost of assistantships in the table following (Section K.).

6. Program Budget .The proposal projected that a total of $ [14000 (over 5 years)] in estimated new funds will be required to support the proposed program.

A projected total of $ [14000 (over 5 years)] will be available to support the new program.

Note: The ES minor already has an established budget (the budget for AY 2015-16 is approximately $27,000), which pays for two team-taught courses per year, salaries for the garden manager and a student worker, travel for field experiences, and materials/supplies. We also have a library budget of $400/year for the ES minor. The additional money requested is for continuing faculty training programs and for an increase in the library budget.

L. New Academic Degree Program Proposal Summary Form

- In the following "NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY" table, please provide a realistic estimate of the costs of the program.

- This should only include the additional costs that will be incurred, not current costs.

- Indicate the sources and amounts of funds available for the program's support.

- DO NOT LEAVE ANY PORTION/SOURCES OF THE NEW FUNDS OR FUNDS AVAILABLE BLANK. ENTER "$0" IF THERE ARE NO NEW FUNDS NEEDED OR NO FUNDS AVAILABLE.

- THERE MUST BE AN ACTUAL DOLLAR AMOUNT PROVIDED FOR TUITION, SINCE THOSE FIGURES REPRESENT PROJECTED ENROLLED STUDENTS.

- **If it is stated that new funds are requested or if it is a reallocation of resources, please explain directly below from what source(s) the funds for the proposed new program, (e.g. faculty, equipment, etc.) will be attained.**

- **If tuition is used to support the program, what start-up revenue source will be used to initiate the program.**

Also, include enrollment and completer projections.

- New enrollment headcounts are defined as **unduplicated** counts across years. For example, if "Student A" would be initially enrolled in the program in year 2, and again is enrolled in the program in years 4 and 5; "Student A" is only counted in the new enrollment headcount in year 2.

- Total enrollment headcounts represent the actual number of students enrolled (both part-time and full time each year. This is a **duplicated** count).

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY (TBD)

INSTITUTION: University of Montevallo

PROGRAM: Environmental Studies

ESTIMATED NEW FUNDS REQUIRED TO SUPPORT PROPOSED PROGRAM

	Year 1	Year 2	Year 3	Year 4	Year 5	TOTAL
FACULTY	0	6000	0	6000	0	12000
LIBRARY	400	400	400	400	400	2000
FACILITIES	0	0	0	0	0	0
EQUIPMENT	0	0	0	0	0	0
STAFF	0	0	0	0	0	0
ASSISTANTSHIPS	0	0	0	0	0	0
OTHER	0	0	0	0	0	0
TOTAL	400	6400	400	6400	400	14000

SOURCES OF FUNDS AVAILABLE FOR PROGRAM SUPPORT

	Year 1	Year 2	Year3	Year 4	Year 5	TOTAL
INTERNAL REALLOCATIONS						
EXTRAMURAL						
TUITION						
TOTAL						

ENROLLMENT PROJECTIONS AND DEGREE COMPLETION PROJECTIONS

Note: "New Enrollment Headcount" is defined as unduplicated counts across years.

	Year 1	Year 2	Year 3	Year 4	Year 5	5-YEAR AVERAGE
FULL TIME HEADCOUNT	2	5	8	10	12	7.4
PART TIME HEADCOUNT	0	0	0	0	0	0
TOTAL HEADCOUNT	2	5	8	10	12	7.4
NEW ENROLLMENT HEADCOUNT	2	3	3	4	5	
DEGREE COMPLETION PROJECTIONS	0	0	2	5	5	AVERAGE 2.4